

ACTION PLAN IN RESPONSE TO FEEDBACK ON THE STUDENT EXPERIENCE: SESSION 2017-18

**FACULTY OF ENVIRONMENT
INSTITUTE FOR TRANSPORT STUDIES**

EXECUTIVE SUMMARY								
Aspect	Undergraduate Programme Experience Survey				National Student Survey		Postgraduate Programme Experience Survey	
	2017-18				2017-18		2017-18	
	School		University		School	University	School	University
	Year 1	Year 2	Year 1	Year 2				
Overall Satisfaction	na	na	89%	86%	na	89%	93%	88%
The teaching on my course	na	na	84%	84%	na	89%	87%	85%
Learning opportunities	na	na	79%	80%	na	84%	88%	86%
Assessment and feedback	na	na	72%	65%	na	75%	74%	79%
Academic support	na	na	78%	77%	na	82%	81%	85%
Organisation and management	na	na	80%	78%	na	82%	78%	82%
Learning resources	na	na	86%	86%	na	91%	86%	90%
Learning community	na	na	76%	75%	na	79%	79%	83%
Student voice	na	na	67%	68%	na	75%	70%	77%

Scores in each category are expressed as a percentage of the number of respondents who mostly or definitely agreed with a range of statements (score 4 or 5)

Headline achievement from 2016-17	Attained 93% Overall Postgraduate Student Satisfaction, through intellectually stimulating and practically focused teaching
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Aspect	Progress with 2016-2017 actions and	Agreed Issues/Actions for 2017-2018	Responsibility/Expected
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<p>Key strategic actions for 2017-18</p>	<ol style="list-style-type: none"> 1. <i>Embed lessons from pilot of our industrial mentoring scheme into the portfolio</i> 2. <i>Be clearer to students upfront regarding the format and marking criteria for our assessments</i> 3. <i>Improve our communications to students within year about changes we have made in response to their feedback</i> 		
<p>Evaluation of main actions from 2016-17</p>	<ol style="list-style-type: none"> 1. <i>"We will monitor delivery and satisfaction levels of our revised Masters programmes"</i> We have reflected on the PPES quantitative and qualitative information. We have also undertaken comprehensive module reviews of the two new multidisciplinary models to learn from student and staff feedback, which has resulted in changes for these modules in the 2017-18 session 2. <i>"We will review how we teach the principles of modelling across our Masters programmes"</i> We have provided further tutorial support to students on the core Transport Modelling module applicable for four of our six programmes. For the two remaining programmes which undertake more practice based transport modelling material, we have refined the material and assessment as part of the second running of the new module in the refresh of our PGT portfolio. 3. <i>"We will finalise the revisions to our undergraduate modules"</i> We are undertaking a programme of continuous review of our undergraduate programme. We have particularly focused on making our modules appeal as options and discovery choices for other programmes. This has involved introducing complementary 10 credit modules to our 20 credit two-semester offerings. 		
<p>Good practice examples from 2016-17</p>	<p><i>Innovative practice and developments, of wider interest across the University</i></p> <ol style="list-style-type: none"> 1. <i>We maintain a strong focus on employability across all our student education</i> 2. <i>We are embedding the development of a cross-disciplinary outlook whilst reinforcing the discipline-based distinctiveness of each of our programmes</i> 3. <i>We successfully delivered a greatly-enhanced Masters induction event</i> 		

	indication of impact	(from where did the action arise, i.e. NSS, module evaluation, programme review?)	completion date
Overall satisfaction	<p>Overall satisfaction levels (from PPES) increased to 93%, an increase from the previous three years (around 90%).</p> <p>We have reflected on the PPES quantitative and qualitative information. We have also undertaken comprehensive module reviews of the two new multidisciplinary modules to learn from student and staff feedback, leading to changes for these modules in the 2017-18 session</p> <p>We will build on the push we had for teaching seminars in Blended Learning continue to link the Teaching Enhancement Scheme (TES) sessions to Blended Learning, and work with the Faculty Blended Learning Champion and Enhancement Officer to offer development sessions at School and Faculty levels.</p> <p>We have been and will be continuing to be proactive in seeking out and publicising employment opportunities suitable for overseas students. Launch in 2017/18 session of Industrial Mentor Scheme to provide career guidance to all students.</p>	<p>Reiterate point made elsewhere that the two core modules will again be fully reviewed after this session??</p> <p>Broaden out of TES to look at a wider range of issues and more on best practice from around the campus</p> <p>Review success of Industrial Mentoring Scheme following introduction this session</p>	<p>Module leaders (MLs)</p> <p>TES co-ordinator and Director of Student Education (DSE)</p> <p>DSE, Student Education Service (SES), Employability Lead</p>
The Teaching on my Course	<p>Masters student satisfaction levels for teaching (from PPES) stayed broadly similar to last year at 87% from 88% last year and 82% two years ago. Thus ITS has consolidated its improvement in teaching over the period.</p> <p>We have held teaching away days annually and this year this was part of the Departmental Away Day.</p>	<p>Continue to hold teaching away days</p>	<p>DSE (ongoing)</p>

	<p>Teaching Qualifications: We have nominated individuals for the PGCAP programme. We have also formed an ITS mentoring group for a cohort to undertake FHEA via the UoL PRISE scheme.</p> <p>We have provided further tutorial support to students on the core Principles of Transport Modelling module applicable for four of our six programmes. For the two remaining programmes which undertake more practice based transport modelling material, we have refined the material and assessment as part of the second running of the new module the refresh of our PGT portfolio.</p> <p>We have reviewed our new PGT multi-disciplinary modules and made changes to the organisation, delivery and assessment of these in response to feedback from students</p>	<p>Continue to push the profile and need of formal teaching qualifications for ITS staff</p> <p>Consider at next module review the success of these revised arrangements</p> <p>Consider at next module review the success of these revised arrangements</p>	<p>DSE, Director, Deputy-Director (ongoing)</p> <p>Module Team, Programme Leaders (PLs) and DSE (Spring 2018)</p> <p>Module Team, PLs and DSE (Summer 2018)</p>
Learning opportunities	<p>New measure. The school scores higher than the university mean for this area.</p> <p>16/17 was the first year of running our refreshed PGT programmes which included the Transport Integrated Project in addition to the Dissertation. TIP requires students to work in multi-disciplinary teams and apply the skills and knowledge that they have learned to a real word problem.</p>	<p>Continue to review the success of our refreshed PGT programmes in terms of ensuring alignment between both disciplinary specific modules and the multi-disciplinary modules.</p> <p>Continue to develop our External Seminar Series to include a variety of industry and academic speakers, drawing on topics from a range of countries</p>	<p>DSE, Programme Leaders, Module Leaders of multi-disciplinary modules. TES Coordinator (<i>Programme Review Process for 2017/18 session</i>)</p> <p>External Seminar Coordinator (ongoing)</p>
Assessment and feedback	<p>Masters student satisfaction levels for assessment and feedback (from PPES) stayed broadly similar at 74% versus 75% from the previous year and well up on 52% from two years ago. Thus following the push last year, ITS has consolidated its improvement reflecting</p>	<p>We will work to be clearer at the start of our modules what the format and marking criteria are for assessments.</p>	<p>DSE, Assessment Lead, SESM, Module Teams</p>

	<p>much improved achievement against published feedback return dates, which we monitored closely throughout the session.</p> <p>We do recognise however that our Assessment and feedback score is below the university average. At the Action Plan Student meeting, students outlined the value of tailored feedback as to how they can improve their performance of future assessments.</p> <p>We have undertaken the assessment mapping exercise to understand how our assessments span our programmes and how they meet the programme learning outcomes</p>	<p>We will run a Teaching Enhancement Series seminar on feedback and disseminate the findings to module delivery teams via the Annual Teaching Staff Meeting. We will also reemphasise the need to consider the quality of feedback in the module review process.</p> <p>We will continue to learn from this exercise and use it to inform decision making about future assessment changes.</p>	<p>(next academic session)</p> <p>DSE, TES Coordinator, Assessment Lead, SESM (2017/18 2nd semester)</p> <p>Programme Leaders, Assessment Lead (ongoing)</p>
Academic support	<p>81% this year compared to 86% last year and 78% two years ago.</p> <p>In response to the Student Academic Experience Review, ITS has implemented a Personal tutoring system to replace pastoral care via Programme Leaders</p> <p>We have provided training to Personal Tutors covering the scope of the role and mechanisms for referring students to appropriate support.</p> <p>We continue to run the “Dissertation Café” as a way to connect students with dissertation supervisors which has been well received by students, however some concerns are raised about what alternative mechanisms exist when staff (or students) can not attend</p>	<p>Review Personal Tutoring provision at the next Student Staff Forum</p> <p>Continue to review training to Personal Tutors</p> <p>Strengthen communication with students alternative arrangements when staff can not attend the Dissertation Café.</p>	<p>DSE, Personal Tutor Coordinator, Student Staff Forum Chair (Feb 2018)</p> <p>Personal tutors, Personal Tutor Coordinator (next session – Summer 2018)</p> <p>Dissertation Module Leader, DSE, SESM (next session)</p>
Organisation and management	<p>Masters student satisfaction levels (from PPES) fell back to 78% from 84% in the previous year and 78% from two years ago. This was the first year of our refreshed PGT programmes had run</p>	<p>We continue to review our programmes and modules in terms of scheduling and timetabling and will evaluate the changes that we are implementing for 2017/18 at the end of the session.</p>	<p>DSE, PLs, module leaders, SESM (Programme Review Process for 2017/18)</p>

	<p>and as such there were some unexpected issues including associated with scheduling/timetabling.</p> <p>We have undertaken a comprehensive module review of the two new shared modules. We have made changes for 2017/18 delivery to meet concerns identified which includes some scheduling and timetabling issues.</p> <p>We have moved our Dissertation oral presentations forward by two weeks [check] to provide students more time to develop their dissertations prior to this assessment</p> <p>Some qualitative feedback from Part Time students that the new programme structure requires greater attendance at the University and that such attendance should be clearer up front.</p> <p>We have reviewed how we schedule events such as external seminars to encourage active participation. This includes not running seminars on specific weeks for example in periods of assessment deadlines and intensive weeks on modules.</p>	<p>Communicate clearer to part time students (both before commencement and during the course) the likely spikes in attendance at UoL during the course.</p> <p>Implementation of a bespoke time plan for part time students on the Transport Integrated Project. Evaluate success at module review</p> <p>Continue to provide an engaging external seminar series which is sympathetic to competing time demands.</p>	<p>session)</p> <p>Admissions Lead, SESM, SES office, PLs, SES Admissions (ongoing)</p> <p>TIP Module Leader, DSE, SSF Chair (this session)</p> <p>External Seminar Coordinator, SESM (ongoing)</p>
<p>Learning resources</p>	<p>This year our PPES score for this area fell from previous years. Examining responses to individual questions, few students expressed dis-satisfaction with provision, but a sizable minority expressed ambivalence. That could explain the fall in the overall score.</p> <p>We still have some constraints around availability of specialised software on networks</p>	<p>Continue to develop our Blended Learning initiatives to enhance the student experience on modules.</p> <p>Individual module leaders to continue to review software provision and to provide clear guidance for students on</p>	<p>TES/BL Coordinator, Module Leaders</p> <p>Module Leaders</p>

	<p>or on personal computers (from student feedback)</p> <p>Qualitative feedback indicates some concern with provision of key texts at the library.</p>	<p>how to access</p> <p>Communicate with the Library to ensure sufficient stock of high demand text is available.</p>	<p>Academic Library Lead, Module Leaders</p>
Learning Community	<p>New measure. The school scores the same as the university mean for this area.</p> <p>Last year ITS introduced a group work module. Whilst general comments were positive about this change, there were some concerns expressed about specific issues around the delivery of that module. We have undertaken a comprehensive module review of the Transport Integrated Project to respond to first year delivery concerns.</p> <p>Qualitative feedback in PPES pointed to some frustration that students do not get to use the ITS driving simulator</p>	<p>Provide an engaging External Seminar Series for Masters students drawing on the professional and academic communities.</p> <p>Implement improved project guidance and support for the Transport Integrated Project and evaluate at module review.</p> <p>Revisit potential to use the ITS driving simulator in student education</p>	<p>External Seminar Coordinator</p> <p>TIP module leader, DSE, PLs</p> <p>DSE, PLs, Safety and Human Factors Research Group Leader</p>
Student voice	<p>New measure. The school scores lower than the university mean for this area.</p> <p>The qualitative comments of the PPES indicate that our students do get frustrated that issues they raise are considered for change in the next session (when they are no longer on courses) rather than the current year.</p>	<p>Improve how we communicate to students within year about changes we have made in response to feedback, but also why we have (or have not) made changes.</p>	<p>DSE, SESM, Chair SSF</p>
Personal Professional Development	<p>This is a key USP of the ITS PGT offering (and no longer included on the PPES).</p>	<p>Launch an Industrial Mentoring Scheme to provide students with support and guidance from our Alumni regarding career development</p> <p>Continue to provide an engaging external seminar series which draws on speakers from both industry and academia. We will also attempt to increase the number of female speakers and focus on a broad international</p>	<p>SES (this session, evaluate in Summer 2018)</p> <p>External Seminar Coordinator (ongoing)</p>

		coverage of topics. Investigate new opportunities for student placements for students given UKVI changes	Employability Lead, DSE (2019 Entry)
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